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| **FIRST QUARTER** | | | | | | | |
| **Grade Level: FIFTH GRADE** | | | | | | | |
| **Essential Question:** | | | | | | | |
| **Text(s)** | | **Reading** | | **Writing** | | **Speaking/Listening** | **Language** |
| [Aurora County All-Stars](http://www.barnesandnoble.com/w/aurora-county-all-stars-deborah-wiles/1102482061?ean=9780739348833)  RESOURCES FOR USE THROUGHOUT THE YEAR:  http://ecx.images-amazon.com/images/I/51KEXYAD3JL._SL500_AA300_.jpghttp://www.unitsofstudy.com/images/UOSReading.jpg  http://www.unitsofstudy.com/images/covers/0325008701.jpg  http://di1-1.shoppingshadow.com/images/pi/87/8c/cf/2001173729-260x260-0-0_Book_Guiding_Readers_and_Writers_Teaching_Comprehe.jpg | | **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges of how the speaker in a poem reflects upon a topic; summarize the text  **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text  **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 text complexity band independently and proficiently.  **RF.5.4** Read with sufficient accuracy and fluency to support comprehension  **RF.5.4a** Read on-level text with purpose and understanding  **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings  **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary | | **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence | | **SL.5.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion  **SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles  **SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others | **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| **SECOND QUARTER** | | | | | | | |
| **Grade Level: SIXTH GRADE** | | | | | | | |
| **Essential Question:** | | | | | | | |
| **Text(s)** | **Reading (Informational/**  **Literature)** | | **Writing (Informational/ Expository – introduce Opinion)** | | **Speaking/Listening** | | **Language** |
| Our Constitution Rocks By: Juliette   TurnerRESOURCES FOR USE THROUGHOUT THE YEAR:  http://ecx.images-amazon.com/images/I/51hcRwvESfL._SL500_AA300_.jpghttp://i43.tower.com/images/mm101661962/nonfiction-craft-lessons-teaching-information-writing-k-8-joann-portalupi-paperback-cover-art.jpg  http://photo.goodreads.com/books/1328855515l/298427.jpg | **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text  **RI.5.3** Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text  **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area  **RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, on information in two or more texts  **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently  **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.  **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably  **RL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 text complexity band independently and proficiently.  **RF.5.4** Read with sufficient accuracy and fluency to support comprehension  **RF.5.4a** Read on-level text with purpose and understanding  **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings  **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary | | **W.5.2** Write informative pieces on topics or texts, supporting a point of view with reasons and information  **W.5.2a** Introduce a topic or text clearly. state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose  **W.5.2b** Provide logically ordered reasons that are supported by facts and details  **W.5.2c** Link ideas within and across categories of information suing words, phrases, and clauses (e.g., in contrast, especially)  **W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic  **W.5.2e** Provide a concluding statement or section related to the information or explanation presented  **W.5.9b** Apply grade 5 Reading standards to information texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points”) | | **SL.5.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly  **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace | | **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships |

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| **THIRD QUARTER** | | | | |
| **Grade Level: FIFTH GRADE** | | | | |
| **Essential Question:** | | | | |
| **Text(s)** | **Reading (Historical Fiction/Literary Analysis** | **Writing (Narrative/Opinion)** | **Speaking/Listening** | **Language** |
| Mostly True Adventures of Homer P. Figg | **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges of how the speaker in a poem reflects upon a topic; summarize the text  **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text  **RL.5.6** Describe how a narrator’s or speakers point of view influences how events are described  **RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics  **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 text complexity band independently and proficiently.  **RF.5.4** Read with sufficient accuracy and fluency to support comprehension  **RF.5.4a** Read on-level text with purpose and understanding  **RF.5.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings  **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary | **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence |  |  |

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| **FOURTH QUARTER** | | | | |
| **Grade Level: FIFTH GRADE** | | | | |
| **Essential Question:** | | | | |
| **Text(s)** | **Reading (Literature/Informational)** | **Writing (All Genres)** | **Speaking/Listening** | **Language** |
| Tucket's Travels By: Gary Paulsen | **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to the challenges of how the speaker in a poem reflects upon a topic; summarize the text  **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text  **RL.5.4** Determine the meaning or words and phrases as they are used in a text, including figurative language such as metaphors and similes  **RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem  **RL.5.6** Describe how a narrator’s or speakers point of view influences how events are described  **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text  **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text  **RI.5.3** Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text  **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area  **RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, on information in two or more texts  **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent  **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently  **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.  **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably  **RL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 text complexity band independently and proficiently. | **W.5.1** Write opinion pieces on topics or texts, supporting point of view with reasons and information  **W.5.2** Write informative pieces on topics or texts, supporting a point of view with reasons and information  **W.5.2a** Introduce a topic or text clearly. state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose  **W.5.2b** Provide logically ordered reasons that are supported by facts and details  **W.5.2c** Link ideas within and across categories of information suing words, phrases, and clauses (e.g., in contrast, especially)  **W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic  **W.5.2e** Provide a concluding statement or section related to the information or explanation presented  **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence  **W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach  **W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic  **W.5.9b** Apply grade 5 Reading standards to information texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points”)  **W.5.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences | **SL.5.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly | **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships |